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ABSTRACT

The Lebanon County Family Literacy Program, a project of the Lebanon Community Library (Pennsylvania), targeted intergenerational/families and focused on coalition building, public awareness, training, and collection development. The Lebanon Community Library serves as: a centralized location for storing and disseminating materials and handouts on Family Literacy that the library purchased, developed, and otherwise accumulated; a provider of free meeting room space for on-site workshops; a point of delivery for materials ordered; an administrator of funds through the county controller; a well-known, easily reachable location for the library's services, information, and referral; and a provider of workshops and training sessions. The grant enabled the library to expand and enhance its existing literacy program, making the program more visible and more reachable. The literacy program has been able to educate many more families, acquire and distribute more materials, train more agency personnel, and give away more children's books than was previously possible. Includes invoices for books purchased, program brochures and other materials (some also in Spanish), family literacy bibliography and list of videotapes, promotional materials, and childrens' reading logs. (SWC)

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Lebanon Community Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

Lebanon County Family Literacy Program
Lebanon Community Library
125 North Seventh Street Lebanon PA 17046
R167A20264

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

Final Performance Report

Part I: General Information

1. Name and address of organization receiving grant:

   Lebanon Community Library
   125 North 7th Street
   Lebanon PA 17046

2. Person(s) preparing report:

   Patricia A. Kline, Project Team Coordinator (717)273-7624
   Sandy Long, Family Literacy Coordinator (717)273-8901 or 274-8329

3. Grant No. **R167A20264**

4. Grant amount awarded **$21950.00**
   Amount expended **$21483.90**

Part II: Quantitative Data

See pages 2-3.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
✓ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
✓ Coalition Building
✓ Public Awareness
✓ Training
___ Rural Oriented
___ Basic Literacy
___ Other (describe)_____
✓ Collection Development
___ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
✓ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
✓ Intergenerational/Families
___ English as a Second Language

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

✓ bibliography (revised)	✓ resource directory (in process)
___ curriculum guide	___ evaluation report
___ training manual	___ survey
___ public relations audiovisual	✓ newsletter(s)
___ training audiovisual	✓ other (describe)
___ recruitment brochure	reading logs
	parent / caregiver information

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 238 (direct)
Of those served, how many received direct tutoring service? 0
How many hours of direct tutoring service did they receive? N/A
How many new volunteer tutors were trained? N/A
How many current volunteer tutors received additional training? N/A
How many volunteer tutors (total) were involved? N/A
How many non-tutor volunteers were recruited? N/A
How many service hours were provided by non-tutors? N/A
How many librarians were oriented to literacy methods, materials, and students? 15
* How many trainers of tutors were trained? N/A

* Due to restructuring of Literacy Council, we were prohibited from employing a tutoring component.

NOTE: Any questions not included were not relevant to this project.

Part III: Narrative Report

1. Comparison of actual accomplishments to the goals and objectives set forth in the approved application.

A. **GRANT:** "To teach directly at least 220 low-income families pre-reading and reading together strategies."

ACTUAL: We accomplished this goal with 1) a series of 5 half-day workshops for HeadStart parents, which served 114 families; and 2) a series of weekly workshops for parents at:

- **Northwest Elementary School**, which serves city's poorer neighborhoods, (34 families);
- **Webster Manor BOOST**, a locally funded HeadStart-type program run by by Housing Authority for residents (23 families);
- **Covenant BOOST II**, sponsored by church in economically disadvantaged neighborhood (14 families);
- **Bridges**, a holistic adult education program run by Housing Authority for families in housing crises, including homeless and sheltered families (45 families);
- **ESL Program**, run by Housing Authority for residents (8 families).

TOTAL: 238 low-income families instructed in family literacy techniques.

B. **GRANT:** "To monitor the reading-together habits of at least 25 low income families for 6-to-8-week periods."

ACTUAL: We acocmplished this goal with the use of family reading logs (see attached). Each child received a book for completing a certain number of logs.

- Families at Northwest Elementary School Family Literacy classes ("Thursdays at School") enrolled for 6 weeks; four 6-week sessions were offered. 19 of the 34 families participating completed the full 6 weeks of reading logs with their children.

- Families in the **Bridges** Program were offered Family Literacy and Active Parenting classes each Fridey. The program participants are largely transient; still, 12 families completed 8 weeks.

- Families at **Webster Manor BOOST** were very enthusiastic about the reading logs; the program was offered for 12 weeks, and 20 families completed at least one 6-week course.

TOTAL: The reading-together of 51 low-income families were monitored for 6 to 8 weeks.

C. **GRANT:** "To train directly at least 15 Literacy Council volunteer tutors; to inform at least 250 more tutors by means of the Literacy newsletter in techniques for an intergenerational approach for teaching adults and their families to read better using childrens' books."

ACTUAL: We were unable to meet this goal due to restructuring of our Literacy Council. The new Director explained that the desire to "streamline" the Council precludes offering "extra" services. The Council did agree to refer to us any tutors asking about family literacy. They eventually agreed to keep some childrens' books and family literacy materials available in their offices, and to publish information to that effect in their newsletter (2-county circulation of about 500). We periodically offer to share materials, present

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workshops, etc; the Literacy Council continues to politely decline.

D. **GRANT:** "To provide to the above families, and to at least 3000 more families: a) an easily read **booklist** of good preschool books available in Lebanon County libraries; b) **tips for parents** on how to read to their children ("Helping Your Child Learn to Read", prepared by RIF); and c) **bookmarks** ("Book Some Time With Your Kids", prepared by ALA).

ACTUAL: We distributed over 4500 RIF pamphlets in both English and Spanish, booklists, and bookmarks throughout Lebanon County via : county Libraries; caseworkers for LCHA Social Services, HARP, Children and Youth Services, MH/MR, Family Focus, Jubilee Ministries, DPA, Lutheran Social Services Child Care Programs, YMCA, Strengthening the Family Task Force, parent-teacher organizations, HeadStart, BOOST, WIC, Family Health Care Services, and County Extension Office. In addition, we distributed hundreds of copies of materials we developed to : staff of the above agencies to copy and use as needed; to participants in a workshop outside the county; and to individuals representing agencies across the country who called or wrote for information/assistance.

E. **GRANT:** "To discuss, with at least 65 paid caregivers, HeadStart readers, school district Chapter I parents/teachers, and 20 YMCA teachers strategies for families reading together, thereby reaching at least 250 more low income families."

ACTUAL: We held 5 training workshops for paid care providers employed by Lutheran Social Services Child Care Programs, including staff from their Center, Summer Camp, and Day Care Homes. (Child Care Programs provides subsidized to low income families; they serve about 215

families.)

We were unable to serve Chapter I parents and teachers directly because the school district chose not to hold its annual Chapter I Conference this year. We did provide materials and ideas to Chapter I teachers and Resource Room staff. In addition, many of the families we served who have school-age children are receiving Chapter I services for their children.

We held monthly Family Literacy workshops for YMCA Child Care staff. Average attendance was 15, although we did reach 90% of the staff at least once. Y-Care saerves 214 children and their families.

TOTAL: 428 families reached.

F. **GRANT:** "To publicize to the general public the importance of parents acting as a child's first teacher, and the relationship between family reading and later school success."

ACTUAL: We distributed posters to clinics, businesses, and agencies frequented by our target audience. We approached county banks and received assistance from three of them. We also sent a mailing (see attached) to all county school administrators and to every agency on the Human Services Council. The program "Thursdays at School" was featured in a **Lebanon Daily News** article (see attached).

The Project Team Coordinator recorded "Family Literacy Minutes" on local radio station WLBR/WQIC, for broadcast during late 1992-early 1993. We presented a graduate of one of the 6-week classes at the elementary school with the "First Family Literacy Baby of 1993" award, which included a certificate (see attached) and board books. We also spoke at BOOST graduation ceremonies and presented gift book to the

students. In addition, our program received proceeds from a benefit performance at the local summer theater.

Our most unique 'publicity stunt' took place in May. The Family Literacy Coordinator dressed in a purple dinosaur costume adorned with a large round "Read To Your Kids Every Day" button. She was then driven in a Housing Authority van by a bilingual caseworker to various sites around the city including the library, housing projects, the YMCA, preschools, playgrounds, and target neighborhoods. At each site, while the dinosaur attracted kids and handed out family literacy information, the caseworker told parents about the importance of sharing books with their children. The event and an accompanying interview were broadcast on our local TV news (WGAL). Funds to rent the costume were raised by a BOOST teacher at a weekly staff meeting.

G. **GRANT:** "To increase the use of libraries by the participants in the program, and by the general public."

ACTUAL: Library use by participants **did** increase during the course of this grant; we have no way to prove that our pblicity was directly responsible, but it seems reasonable to believe that it was. Patricipants in our programs met the childrens' librarian in person, and had the opportunity to look through our **LOOK AT YOUR LIBRARY** photo album, which presents the staff and facility in a very 'user-friendly' way. Additionally, participants who came to the library with their children and applied for a library got had the opportunity to have their (Polaroid) photo taken and added to our album.

H. **GRANT:** "To expand the collection of book for adult new readers by identifying and adding at least 100 more childrens' books, particularly multi-cultural titles, which can be used to read using an intergenerational approach."

ACTUAL: The library collection already included specially marked and/or shelved collections for adult new readers, parents and teachers, board books for little fingers, and easy juvenile fiction appropriate for use with family literacy techniques. We purchased a total of 118 new or duplicate titles, including several bilingual and multi-cultural titles.

I. **GRANT:** "To encourage volunteers to join the Literacy Council."

ACTUAL: Although, as mentioned previously, we had no specific support from the Literacy Council, we were always prepared to answer questions about volunteer apportunities at the Council. We felt qualified to do this since the Family Literacy Coordinator was a volunteer tutor for three years, and the Project Team Coordinator served on the Literacy Council Board of Directors.

J. **GRANT:** "To continue to provide support services for Literacy Council volunteer tutors and students."

ACTUAL: Our program provides information, referral, resources, and support services for Family Literacy for **all** agencies in the county, including the Literacy Council. Many volunteer tutors and their students meet in the Library and use our materials.

K. **GRANT:** "To establish at least 10 satellite libraries at agency sites serving low-income families, with 20 books at each library."

ACTUAL: Satellite libraries have been established or supplemented at 3 BOOST sites, 4 housing project community rooms, WIC, Lebanon Family Health Care, LSS Child Care Programs care provider Resource Room, and Northwest Elementary School Parent Resource Room. In each instance, the libraries are administered by agency staff.

L. **GRANT:** "To serve as a county-wide Family Literacy resource clearing house for books, printed materials, videos, and training sessions."

ACTUAL: We receive approximately 5 requests per month for Family Literacy services/materials/support, and books and videos are heavily used by tutors and families.

M. **GRANT:** "To encourage participating agencies to begin Family Literacy programs of their own."

ACTUAL: The Lebanon County Housing Authority has received a 5-year HUD grant for Tenant Initiative Programs. Family Literacy activities will be funded through this grant for Bridges, BOOST, and ESL classes for authority residents and for families in housing crises.

The Lebanon City School District and HeadStart have applied for EvenStart funding. They plan to implement a Family Literacy program for 4-year-old HeadStart students (presently housed in elementary schools) and their families, to begin 1/1/94. As of 11/30/93, there is no word on whether funding has been granted.

2. Comparison between proposed and actual expenditures by budget category includes only four categories applicable to our program:

Category	Proposed	Actual	Difference
A. Salary & Wages	$17505.00	$17484.50	+$21.50
E. Supplies	$530.00	$264.90	+$261.20
G. Library Materials	$2850.00	$2941.24	-$91.24
H. Other	$1065.00	$793.26	+$286.72
Total	$21950.00	$21483.90	+$466.10

While actual salaries nearly matched proposed budget, the other three categories need explanation. We found that once we had purchased supplies such as stationary, business cards, copy paper, film, etc., we began to either receive donations of these materials, or have our duplicating costs covered by agencies for which we presented workshops. In addition, our travel expenses were always paid for us, the Library did not charge us for the use of the telephone, and the County Extension Office printed RIF pamphlets at no cost to us. This accounts for the differences in the "Suplies" and "Other" categories.

We went over the proposed budget amount for Materials, for two reasons. One was that we vastly underestimated the number of agencies, organizations, and individuals who requested books for satellite libraries, and the other is that we can never pass us a good book sale! A local discount store periodically offers childrens' hard and softcover books at less than half-price, and they give us (as a non-profit group)

a further discount. We 'stockpiled' as many different appropriate titles as we could, for restocking satellite libraries as their books become lost or damaged, as well as for teachers and caregivers as they request them.

3. Provide, as appropriate, specific details of activities undertaken.

A. **Library materials acquired**

(see attached invoices)

B. **Training provided**

- 10/12/92 **"Cheap and Easy Prereading Activities/Puppets"**

Workshop for LSS Child Care Programs providers on incorporating reading and wordplay into childrens' daily routines, and using puppets to encourage an interest in reading and books.

- 11/21/92 **"Raise a Reader Easily"**

Workshop for LSS care providers on techniques encouraging reading in the home.

- 4/20/93 **"Sensitivity to Non-reading Adults"**

Workshop for Mental Health/Mental Retardation staff on how to recognize and help non-reading adults.

- 4/28/93 **"Raise a Reader Easily"**

Workshop for Covenant BOOST II parents on techniques for encouraging reading in the home.

- 5/5/93 **"Children and Television"**

Workshop for Covenant BOOST II parents on using TV effectively in the home to encourage an interest in reading and storytelling.

- 5/6/93 **"Cheap and Easy Prereading Activities"**

Workshop for YMCA childcare staff.

- 5/12/93 **"Storytelling/Puppets"**

Hands-on workshop for Covenant BOOST II parents to enhance story-telling skills to use at home with children.

- 5/25-5/27/93 **"Childrens' Book Reviews/Be Your Child's First Teacher"**

Workshops for HeadStart parents to discuss continuing reading and learning during summer vacation.

- 6/6/93 **"Make Your Own Books/Accessing Professional & Library Recources"**

Workshop for LSS Child Care providers on bookmaking techniques to use with children, and resources on Family Literacy available in county libraries.

- 6/10/93 **"Raise a Reader Easily"** for YMCA child care staff.
- 7/8/93 **"Make Your Own Books"** for YMCA child care staff.
- 7/23/93 **"Raise a Reader Easily/Cheap & Easy Prereading Activities/ Accessing & Library Resources"**

Workshop at Shippensburg University for the PA Department of Education Curriculum and Instruction Conference, for private preschool personnel.

- 8/12/93 **"Children and Television"** for YMCA child care staff.
- 9/9/93 **"Make Your Own Books II"**

Additional bookmaking techniques for YMCA child care staff.

- **EVERY THURSDAY FROM 11/5/92 UNTIL 5/13/93,** classes were held at Northwest Elementary School for parents of K4 and K5 students, as mentioned in Section III.1.A. of this report. A list of topics covered is attached (See: "Suggested Workshop/Program Topics"); the first 8 topics were used for these workshops by combining "Puppets" with "Storytelling" and "Make Your Own Books" with "Childrens' Book

Review".

FRIDAYS FROM 12/4/92 UNTIL 6/18/93, a similar series of workshops was held for parents enrolled in the Housing Authority's Bridges program. Students also received parenting education on these days.

The FIRST WEDNESDAY OF EACH MONTH was "drop-in day" program at the Webster Manor BOOST for parents of students there.

TUESDAY AFTERNOONS during the school year were devoted to providing materials on Family Literacy and assistance to the ESL teacher. Tuesdays in the summer were spent at various LSS Child Care Program daycare/camp sites.

4. Describe the role the library has playd in the accomplishment of the goals and objectives set forth in the grant.

The Lebanon Community Library has served as:

A. **A centralized location** for storing and disseminating the huge amount of materials and 'handouts' on Family Literacy that we have pruchased, developed and otherwise accumulated;

B. **A provider** of free meeting room space for on-site workshops;

C. **A point of delivery** for materials ordered;

D. Through the county controller, **an administrator of funds;**

E. **A well-known, easily reached location** for our services, information, and referral;

F. **A Provider,** in the person of the Project Team Coordinator, of **workshop and training sessions.**

5. Provide names of agencies/organizations recruited to volunteer services for the literacy program, or that were involved in coordination and planning. Describe the nature of their role.

The **Lebanon County Housing Authority Social Services Office** was instrumental in providing support for the Family Literacy Program by:

A. **Coordinating use of their van** with us so that we would have transportation for parents/children when necessary;

B. **Providing sites** and staff for 4 satellite libraries;

C. **Having their caseworkers do outreach** work to recruit Bridges, BOOST, and ESL families , and distributre materials;

D. **Providing meeting sites** at no charge;

E. Helping with "purple dinosaur" promotion.

6. Provide the names/locations of libraries and other sites whose facilities were used for this project.

- LCHA Social Services
  1012 Brock Drive
  Lebanon PA 17046

- Bridges
  500 Cedar Court
  Lebanon PA 17042

- Northwest Elementary School
  9th and Maple Streets
  Lebanon PA 17046

- Child Care Programs LSS-ER
  1000 Quentin Road
  Lebanon PA 17042

- Lebanon County HeadStart
  1 Cumberland Street
  Lebanon PA 17046

- Women, Infants and Children Program
  1 Cumberland Street
  Lebanon PA 17046

- Lebanon Family Health Care
  1 Cumberland Street
  Lebanon PA 17046

- Lebanon Country MH/MR
  220 East Lehman Street
  Lebanon PA 17046

- Family Focus
  1441 Walnut Street
  Lebanon PA 17046

- Covenant BOOST II
  9th and Church Streets
  Lebanon PA 17046

- Lebanon Valley College
  Annville PA 17003

- Shippensburg University
  Shippensburg PA

7. Describe the impact of the federal project on the ongoing program of the grantee.

The LSCA grant saved the Lebanon County Family Literacy Program. From December 1989 to July 1992, we had operated on a total budget of Just under $19000.00. This grant enabled us to expand and enhance our existing program, making us both more visible and more 'reachable'.

With more time and money to invest, we have been able to reach and educate many more families, acquire and distribute more materials, train more agency personnel, and give away more childrens' books than was previously possible. Because we are careful shoppers, used to scrimping on our literacy budget, we have been able to 'stockpile' books and parent materials for use in the future.

We have made commitments to present several workshops (no series) after the grant period expired; our employers - the Library and the Housing Authority - are generously allowing us to honor these commitments on work time. We are firmly situated at the Library and feel that we are integrated with community agencies and organizations.

We think that our high visibility is what has encouraged both the school district and the Housing Authority to apply for funding to institute their own Family Literacy-oriented programs.

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1		0-307-11938-X	ALL BY MYSELF	MAYER	WEBT	1.95	36	3.74
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1		0-590-44279-1	CLIFFORDS GOOD DEEDS	BRIDWELL	SCHO	2.25	36	4.32
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3		0-307-11975-0	I JUST FORGOT	CARLSON	NALJ	3.99	36	7.66
1		0-395-20503-4	IRA SLEEPS OVER	WABER	HOUG	4.95	36	3.17
1		0-06-443068-3	JAMES MARSHALLS MOTHER GOOSE	DEGEN MARSHALL	HARP FARR	3.95 5.95	36 36	2.53 3.81
1		0-307-11839-X	JUST FOR FUN (CRI)	MAYER MAYER	WEBT WEST	1.95 1.95	36 36	3.74 1.25
1		0-307-11936-X	JUST GRANDPA & ME (LITTLE CRITTER)	MAYER MAYER	WEBT WEST	1.95 1.95	36 36	3.74 1.25
1		0-307-11839-8	JUST ME & MY DOG (LITTLE CRITTER) C	MAYER MAYER	WEBT WEST	1.95 1.95	36 36	3.74 1.25
		0-307-11946-7	JUST ME & MY LITTLE SISTER					

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1		0-553-34402-1	LIFETIMES	MELLONIE/ING	BANT	9.50	36	6.08
3		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3		0-394-85818-2	LITTLE KITTEN	DUNN	RHM	2.25	36	4.32
3		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1		0-14-050171-1	MAKE WAY FOR DUCKLINGS (READING RAI	MCCLOSKEY	NALJ	3.99	36	2.55
2		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1		0-307-11886-X	MERRY CHRISTMAS MOM & DAD	MAYER	WEST	1.95	36	1.25
1		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1		0-06-444041-9	MOUSE SOUP	LOBEL	HARP	3.50	36	2.24
1		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1		0-689-71204-9	MY MAMA SAYS THERE AREN'T ANY ZOMBIE	VIORST	MACM	3.95	36	2.53
2		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1		0-399-22013-1	OLD BEAR	HISSEY	PUTN	5.95	36	3.81
1		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1		0-14-050633-0	PETER & THE WOLF	PROKOFIEV	NALJ	4.99	36	3.19
1		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1		0-394-88468-3	SNOWMAN	BRIGGS	RHM	4.95	36	3.17
2		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1		0-394-87126-X	FOLLOW THE MONSTERS SESAME STREET	LERNER	RHM	2.95	36	1.89
1		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3		0-394-87987-2	LUCKY BEAR	PHILLIPS	RHM	2.95	36	5.66
1		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3		0-394-87580-X	SO SICK	ZIEFERT	RHM	3.50	36	6.72
1		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
			[illegible]					
1	TOSC	[illegible]	[illegible]		[illegible]			
1	TOSC	0-395-44236-2	GONE FISHING	RUFFLIN	HOUG			
1	TOSC	[illegible]	[illegible]	[illegible]	[illegible]			

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1	TOSC	[illegible]	[illegible]	[illegible]	[illegible]			
1	TOSC	0-307-11893-2	JUST GRANDMA & ME	MAYER	GOLDEN			
1	TOSC	[illegible]	[illegible]	[illegible]	[illegible]			
3	TOSC	0-89953-018-3	THERE WAS AN OLD LADY WHO SWALLOWED	ADAMS	CHPL			
1	TOSC	[illegible]	[illegible]	[illegible]	[illegible]			
3	TOSC	0-395-45739-4	GEORGE & MARTHA (BK & CS)	MARSHALL	HMIG			
1	TOSC	[illegible]	[illegible]	[illegible]	[illegible]			
3	TOSC	0-316-30259-6	WHEELS ON THE BUS	KOVALSKI	LTBR			
						[illegible]		[illegible]
						Free Freight		
11			42.40 Retail			[illegible]		[illegible]

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11/25/92	PATRICIA A. KLINE	MAIL	1	1

QTY	STATUS	ISBN	DESCRIPTION	AUTHOR	PUBLISHER	UNIT PRICE	DISC	AMOUNT
1		0-671-49317-5	A TO Z	BOYNTON	SIMO	3.95	36	2.53
1		0-02-769040-7	ALL FALL DOWN (BOARD)	OXENBURY	MACM	5.95	36	3.81
1		0-7232-3782-4	ANIMAL HOMES (POTTER BOARD)	POTTER	NALJ	3.50	36	2.24
1		0-694-00076-0	AT NIGHT (BOARD) (C)	ROCKWELL	HARP	2.50	36	1.60
1		0-7214-9533-8	BABY ANIMALS AT HOME (LITTLE BOARD)		LADY	4.00	36	2.56
1		0-7214-7034-8	BABY ANIMALS ON THE FARM (LITTLE B)		LADY	4.00	36	2.56
1		0-671-50031-7	BABY SEAL (TUBBY BOARD BK)		SIMO	2.95	36	1.89
1		0-85953-271-2	BABY SITTER (BOARD BK)	ENDERSBY	CHPL	3.95	36	2.53
1		0-671-47668-8	BABY'S FIRST RATTLE TUB BOOK	SIMON	SIMO	3.95	36	2.53
1		0-02-689330-4	BABYS PLACES	BILVERDAN	PUTN	3.95	36	2.53
					CHEC	2.95	36	1.89
1		0-525-44734-7	BATHTIME (LOOK AT ME BOARD BK)	SLIER	CHEC	2.95	36	1.89
				SHOTT	NALJ	4.95	36	3.17
1		0-525-44674-5	BEAR IN THE FOREST	OXENBURY CARTLIDGE	NALJ	3.50	36	2.24
1		0-670-81988-3	BIBS & BOOTS	LESTER	NALJ	3.50	36	2.24
1		5-555-50099-8	BOOKMEN BOARD BOOKS	BOYNTON BOOKMEN	SIMO	3.95 .00	36	2.53 .00
1		0-670-81991-3	BUMPING & BOUNCING	LESTER	CHEC	2.95	36	1.89
					NALJ	3.50	36	2.24
1		0-671-44904-4	BUT NOT THE HIPPOPOTAMUS	BOYNTON	SLIER CHEC SIMO	2.95 3.95	36	1.89 2.53
1		0-02-769030-X	CLAP HANDS (BOARD)	OXENBURG DUKE	MACM NALJ	5.95 2.95	36 36	3.81 1.89
1		0-525-44208-1	CLEAN UP DAY (BOARD)					
1		1-55037-167-3	CLOTHES (TALK ABOUT BOARD BK #4)	BAILEY	FIRE	4.95	36	3.17
1		0-688-10070-8	COUNTRY ANIMALS (COUSINS BOARD BK)	COUSINS	MORR	3.95	36	2.53
1		0-670-81989-1	CRASHING & SPLASHING	LESTER	NALJ	3.50	36	2.24
1		0-688-10162-3	DING DONG & OTHER SOUNDS (NOISY BO)	DUBOV	MORR	3.95	36	2.53
1		0-7232-3781-6	DINNER TIME (POTTER BOARD)	POTTER	NALJ	3.50	36	2.24
1		0-671-49318-3	DOGGIES	BOYNTON	SIMO	3.95	36	2.53
1		0-671-42113-1	DRESSING (BOARD)	OXENBURY	SIMO	3.95	36	2.53
1		0-525-44675-3	DUCK IN THE POND	CARTLIDGE	NALJ	3.50	36	2.24
1		0-671-50030-9	DUCKLING (TUBBY BOARD BK)		SIMO	2.95	36	1.89
1		0-671-74435-6	DUCKY (PET PARADE BOARD BOOKS)	GORBATY	SIMO	3.95	36	2.53
1		0-525-44676-1	ELEPHANT IN THE JUNGLE	CARTLIDGE	NALJ	3.50	36	2.24
1		0-694-00304-2	EVERY DAY (FIRST BOARD BK)	MILLER	HARP	3.95	36	2.53

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11/25/92	PATRICIA A. KLINE	MAIL	1	2

QTY	STATUS	ISBN	DESCRIPTION	AUTHOR	PUBLISHER	UNIT PRICE	DISC.	AMOUNT
1		0-671-42110-7	FAMILY (BOARD)	OXENBURY	SIMO	3.95	36	2.53
1		1-56288-084-0	FARM ANIMALS (BOARD)	BLIER	CHEC	2.95	36	1.89
1		0-688-10071-6	FARM ANIMALS (COUSINS BOARD BK)	COUSINS	HORR	3.95	36	2.53
1		0-7232-3784-0	FARMYARD BABIES (POTTER BOARD)	POTTER	NALJ	3.50	36	2.24
		0-86020-719-6	FIND THE BIRD (FIND IT BOARD BOOK)	CARTWRIGHT	EDC	3.50	36	2.24
1		0-86020-714-5	FIND THE DUCK (FIND IT BOARD BOOK)	CARTWRIGHT	EDC	3.50	36	2.24
1		0-86020-716-1	FIND THE PIGLET (FIND IT BOARD BK)	CARTWRIGHT	EDC	3.50	36	2.24
1		0-671-42111-5	FRIENDS (BOARD)	OXENBURY	SIMO	3.95	36	2.53
		0-688-10072-4	GARDEN ANIMALS (COUSINS BOARD BK)	COUSINS	HORR	3.95	36	2.53
1		0-671-44902-8	GOING TO BED BOOK	BOYNTON	SIMO	3.95	36	2.53
		0-8037-0993-5	GOOD NIGHT GOOD MORNING	OXENBURY	NALJ	3.95	36	2.53
1		0-8750-0361-1	GOODNIGHT MOON (BOARD BOOK)	BROWN	HARP	6.95	36	4.45
		0-670-81990-5	HAPPY & SAD	LESTER	NALJ	3.50	36	2.24
1		0-7232-3783-2	HAPPY FAMILIES (POTTER BOARD)	POTTER	NALJ	3.50	36	2.24
		1-55037-159-2	HATS (TALK ABOUT BOARD BK #2)	BAILEY	FIRE	4.95	36	3.17
1		0-688-08867-X	HEAD TO TOE (BOARD)	BLIER	CHEC	2.95	36	1.89
		0-671-49319-1	HORNS TO TOES	BOYNTON	SIMO	3.95	36	2.53
1		0-671-44567-7	IN A LITTLE AIRPLANE (TUBBY BOARD BK)	BAIN BK	WBTR	2.95	36	1.89
			IN A LITTLE BABY (TUBBY BOARD BK)		SIMO	2.95	36	1.89
1		0-671-44568-5	IN A LITTLE CHOO-CHOO (TUBBY BOARD)		SIMO	2.95	36	1.89
		0-671-44433-2	IN A LITTLE FISH (TUBBY BOARD BK)		SIMO	2.95	36	1.89
1		0-671-44434-4	IN A LITTLE TUGBOAT (TUBBY BOARD B)		SIMO	3.95	36	2.53
		0-694-00271-2	IN MY ROOM (MY FIRST WORDS-BOARD)	MILLER	HARP	3.95	36	2.53
1		0-694-00078-7	IN THE MORNING (BOARD) (C)	ROCKWELL	HARP	2.50	36	1.60
		0-671-74437-2	KITTY (PET PARADE BOARD BK)	GORBATY	SIMO	3.95	36	2.53
1		0-688-10161-5	KNOCK & OTHER SOUNDS (NOISY BOARD)	DUBOV	HORR	3.95	36	2.53
		1-56288-147-7	LITTLE ANIMALS (BOARD BOOK)		CHEC	2.95	36	1.89
1		1-56288-148-5	LITTLE BABIES (BOARD BOOKS)		CHEC	2.95	36	1.89
		1-878824-14-8	LITTLE FLUFFY DUCKLING	HUTCHINGS	MCCL	4.95	36	3.17
1		1-878824-16-4	LITTLE FUNK PIGLET	HUTCHINGS	MCCL	4.95	36	3.17
		1-878824-12-1	LITTLE SPOTTED CALF	HUTCHINGS	MCCL	4.95	36	3.17
1		0-87888-13-X	LITTLE WOOLY LAMB	ENDERSBY	CHPL	3.95	36	2.53
		0-85953-270-4	MANS WORK (BOARD BK)		NALJ	4.95	36	3.17
1		0-688-14794-9	MEALTIME (LOOK AT ME BOARD BK)	SMOTT	NALJ	3.95	36	2.53
		0-8037-0994-3	MONKEY SEE MONKEY DO	OXENBURY	NALJ	3.95	36	2.53
1		0-671-44901-X	MOO BAA LA LA	BOYNTON	SIMO	3.95	36	2.53
		0-8037-0995-1	MOTHERS HELPER	OXENBURY	NALJ	3.95	36	2.53

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1		0-694-00302-6	MY BIRTHDAY PARTY (FIRST BOARD BK)	MILLER	HARP	3.95	35	2.57
1				BAILEY				
1		0-688-07187-2	MY FRIENDS	TAFURI	MORR	3.95	35	2.57
1				BAILEY				
1		0-688-10102-X	OINK & OTHER SOUNDS (NOISY BOARD)	DUBOV	MORR	3.95	35	2.57
1								
1		0-688-10073-2	PET ANIMALS (COUSINS BOARD BK)	COUSINS	MORR	3.95	35	2.57
1								
1		0-671-42109-3	PLAYING (BOARD)	OXENBURY	SIMO	3.95	35	2.57
1								
1		0-329-44737-1	PLAYTIME (LOOK AT ME BOARD BK)	SMALL	MCLI	4.95	35	3.21
1								
1		0-671-74436-4	PUPPY (PET PARADE BOARD BK)	GORBATY	SIMO	3.95	35	2.57
1								
1		1-53037-161-4	SIZES (TALK ABOUT BOARD BK #3)	BAILEY	FIRE	4.95	35	3.21
1								
1		0-02-769020-2	TICKLE TICKLE (BOARD)	OXENBURY	MACM	3.95	35	2.57
1				BAILEY				
1		0-671-74434-8	TURTLE (PET PARADE BOARD BK)	GORBATY	SIMO	3.95	35	2.57
1								
1		1-56397-150-X	WHAT ARE YOU LOOKING (GIBBOLI BOA)	GIBBOLI	SIMO	4.95	35	3.21
1								
1		1-56397-149-6	WHAT SHAPE IS THIS (GIBBOLI BOARD)	GIBBOLI	SIMO	4.95	35	3.21
1								
1		0-688-07189-9	WHERE WE SLEEP	TAFURI	MORR	3.95	35	2.57
1				ZHEEPI LIDE				
1		0-02-689326-6	WORDS I KNOW (BOARD BOOK)		MACM	2.95	35	1.92
1				OXENBURY				

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1	UP C	[illegible]	[illegible]	[illegible]	[illegible]			
1	TOSC	0-7214-9535-4	BABY ANIMALS IN THE WILD (LITTLE B)		LADY			
1	TOSC	[illegible]	[illegible]	SILVERMAN	[illegible]			
1	OP C	0-02-898294-0	BABYS GAMES (MY BABY BOARD BOOK)		CHEC			
1	TOSC	[illegible]	[illegible]	[illegible]	[illegible]			
1	TOSC	0-86020-717-X	FIND THE PUPPY (FIND IT BOARD BOOK)	CARTWRIGHT	EDC			
1	TOSC	[illegible]	[illegible]	CARTWRIGHT	[illegible]			
1	OP C	0-394-87481-1	I HEAR	OXENBURY	RAN			
1	OP C	[illegible]	I SEE	OXENBURY	RAN			
1	TOSC	0-688-07185-6	IN A RED HOUSE	TAFURI	MORR			
1	TOSC	[illegible]	[illegible]	TAFURI	MOR			
1	OP C	0-694-00222-0	ME & MY CLOTHES (MY 1ST WORDS-BOARD	MILLER	HARP			
1	TOSC	[illegible]	[illegible]	LITTLE LADYB	LADY			
1	TOSC	0-7214-5073-3	MY BEDTIME BK	LITTLE LADYB	LADY			
1	TOSC	[illegible]	[illegible]	LITTLE	LA			
1	TOSC	0-7214-5098-9	MY BUSY DAY BK	LITTLE LADYB	LADY			
1	TOSC	[illegible]	[illegible]	LITTLE LADYB	LADY			
1	OP C	0-02-898292-4	MY NOISY BOOK (MY BABY BOARD BOOK)		CHEC			
1	TOSC	[illegible]	MY PLAYTIME BK	LITTLE LADYB	LADY			
1	TOSC	0-7214-5095-4	MY RAINY DAY BK	LITTLE LADYB	LADY			
1	TOSC	[illegible]	[illegible]	LITTLE LADYB	LADY			
1	OSPC	0-694-00303-4	ON MY STREET (FIRST BOARD BK)	MILLER	HARP			
1	TOSC	[illegible]	[illegible]	[illegible]	HARP			
1	TOSC	0-02-769010-3	SAY GOODNIGHT (BOARD)	OXENBURG	MACM			
1	OP C	[illegible]	TIME TO EAT (MY FIRST WORDS BOARD)	MILLER	HARP			
1	OP C	0-02-898293-2	WHEN YOU WERE A BABY (MY BABY BOOK)		CHEC			
1	OP C	[illegible]	WHERE THE TURTLE (BOARD) (C)	[illegible]	HARP			
						Subtotal		[illegible]
						[illegible]	[illegible]	[illegible]
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PAGE 1

INVOICE DATE	TERMS	SHIPPING DATE	PLEASE REFER TO THIS INVOICE NUMBER ON ALL CORRESPONDENCE	INVOICE NO.
1/27/93	NET 30	2/03/93		E- 712060

	QUANTITY	ITEM DESCRIPTION	ISBN	UNIT PRICE	EXTENSION
1	20	REV WHAT TO TEACH CHILD	24106	2.15	43.00
2	20	LO QUE PUEDEN A LOS NINOS	24874	2.75	55.00
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

AMOUNT OF ORDER	+ TAX	+ P.P. & DEL	- LESS PAYMENT	= PLEASE PAY THIS AMOUNT	NET AMOUNT
98.00		9.80			107.80

CONDITIONS OF SALE SEE REVERSE SIDE

OUT OF PRINT
* BACKORDERED ITEM

PLEASE RETURN REMITTANCE COPY WITH YOUR CHECK

279835 E 58R 89

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PURCHASE ORDER NUMBER

25 Oct 92
DATE

Lenoir County Library Board
(Sandy Long)

SHIP TO:

DATE REQUIRED	TERMS	FOB POINT	HOW SHIP
			☐ Air ☐ Rail ☐ Truck ☐ Parcel Post ☐ Other

REQUISITION NO./FOR	ROUTING	PLEASE SEND ____ COPIES OF YOUR INVOICE WITH ORIGINAL BILL OF LADING

PLEASE SUPPLY ITEMS LISTED BELOW

	QTY ORDERED	QTY RECEIVED	STOCK NUMBER	ITEM DESCRIPTION		UNIT PRICE	TOTAL AMOUNT
1	66			childrens books	1.99	1.30	85 80
2	255			"	.99	.69	175 95
3	90			"	.69	.45	40 50
4	29			"	.59	.40	11 60
5	~~28~~			"	.49	.30	~~26~~ 40
6							
7							340 25
8							
9							
10							
11							
12							
13							
14							
15							

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SPECIAL INSTRUCTIONS

Sandy Long
Authorized Signature

DISPOSITION OF MATERIAL

Receiving Clerk

29

TRIPLICATE

Wilson Jones

Round Robin Round Books, Inc.

PLEASE RETURN THIS PORTION WITH PAYMENT TO

****

800/747-2872

38541001 72706 607432

LEBANON COMMUNITY LIBRARY
125 NORTH SEVENTH STREET

LEBANON PA 17042

ATTN PATRICIA KLINE
LEBANON CHILDRENS LIBRARY
125 NORTH SEVENTH STREET

LEBANON PA 17042

LITERACY PROG

LITERACY PROG

38541001	72706	7308	4/26/93	5000	1		5/05/93	607432

1	BRETT	BEAUTY AND THE BEAST	CLN		7.65N	7.65
1	BRETT	TROUBLE WITH TROLLS		14.95	13.57	13.57
1	CARLE	TODAY IS MONDAY		14.95	13.57	13.57
1	COLE	ANNA BANANA		6.95	7.97	7.97
1	DAHL	MINPINS		16.95	14.97	14.97
1	FLEMING	IN THE TALL TALL GRASS		15.95	14.27	14.27
1	GEISERT	PIGS FROM A TO Z		16.45	14.62	14.62
1	GEISERT	PIGS FROM ONE TO TEN		14.45	13.22	13.22
1	GERSON	WHY THE SKY IS FAR AWAY		15.45	13.92	13.92
1	GIGANTI	EACH ORANGE HAD EIGHT SLICES		14.00	12.90	12.90
1	KASZA	MOTHER FOR CHOCO		14.95	13.57	13.57
1	KELLOGG	JACK AND THE BEANSTALK	MOR	14.95	13.57	13.57
1	MARTIN	POLAR BEAR POLAR BEAR WHT DO YOU HR		14.95	13.57	13.57
1	MARTINEZ	MRS MCDOCKERTYS KNITTING		13.95	12.87	12.87
1	MCCULLY	MIRETTE ON THE HIGH WIRE		14.95	13.57	13.57
1	MCPHAIL	PIG PIG GOES TO CAMP			6.78N	6.78
1	MCPHAIL	PIG PIG GETS A JOB		12.95	12.17	12.17
2	MCPHAIL	PIG PIG RIDES			7.30N	14.60
1	MCPHAIL	PIG PIG GROWS UP			7.30N	7.30
1	POLACCO	CHICKEN SUNDAY		14.95	13.57	13.57
1	ROSEN	WERE GOING ON A BEAR HUNT		15.95	14.27	14.27
1	STEVENSON	ROLLING ROSE		14.00	12.90	12.90

23 BOOKS 275.40
TOTAL AMOUNT DUE 275.40

1	ARNOSKY	CRINKLEROOTS GUIDE TO KNOWING TREES	BACK ORDERED
1	ARNOSKY	CRINKLEROOTS GUIDE TO KNOWING BIRDS	BACK ORDERED
1	HENKES	CHRYSANTHEMUM	BACK ORDERED
1	JOYCE	BENTLY AND EGG	BACK ORDERED
1	LEWISON	GOING TO SLEEP ON THE FARM	BACK ORDERED
2	MCPHAIL	PIG PIG AND MAGIC PHOTO ALBUM	BACK ORDERED
1	WOLKSTEIN	LITTLE MOUSES PAINTING	BACK ORDERED
1	YOUNG	SEVEN BLIND MICE	BACK ORDERED

9 BOOKS BACK ORDERED 107.24

BOOK CHARGE 275.40
TOTAL AMOUNT DUE 275.40

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Check #583
6/7/93

IMPORTANT

NON-STOCK TITLES, PROCESSED BOOKS AND CUSTOM PRINTED BOOK BINDING KITS ARE NOT RETURNABLE EXCEPT FOR IMPERFECTION

MAIL PAYMENT TO:

WORLD ALMANAC EDUCATION
CHURCH STREET STATION
P.O. BOX 9575
NEW YORK, NY 10256-9575

LEBANON CO FAMILY LITERACY PRO

ORDER NO. 429326-000

FOR CUSTOMER ASSISTANCE:
Call Toll Free: (800) 521-6600

AMOUNT PAID
$

CUSTOMER NO	INVOICE NO	DATE	CUSTOMER P.O. NO	SPECIAL INSTRUCTIONS
257965	424977	5/24/93		

BILL TO

LEBANON CO FAMILY LITERACY PRO
ATTN PATRICIA A KLINE
125 NORTH SEVENTH STREET
LEBANON PA 17042

SHIP TO

LEBANON CO FAMILY LITERACY PRO
ATTN PATRICIA A KLINE
125 NORTH SEVENTH STREET
LEBANON PA 17042

LOCATION	ITEM NO	QTY	DESCRIPTION	ST	PRICE	LINE AMOUNT
	4287	1	SHEEP ON A SHIP		11.90	11.90
	4288	1	SHEEP IN A SHOP		11.90	11.90
	4326	1	LOIS EHLERT SET (9V)		86.80	86.80
	5457	1	SHEEP OUT TO EAT		11.90	11.90

PLEASE MAIL PAYMENT TO :
CHURCH STREET STATION
P.O. BOX 9575
NEW YORK, NY 10256-9575
ALL BACKORDERED ITEMS, EXCEPT SETS, WILL BE INVOICED SEPARATELY.

SUB TOTAL ▶	122.50
SHIPPING & HANDLING ▶	12.25
GRAND TOTAL ▶	134.75

WORLD ALMANAC EDUCATION

ORIGINAL INVOICE

Check # 581
6/1/93

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Bound to Play Bound Books, Inc.

PLEASE RETURN THIS PORTION WITH PAYMENT TO

****

800/747-2872

PAGE

38541001 72706 619204

LEBANON COMMUNITY LIBRARY
125 NORTH SEVENTH STREET

LEBANON PA 17042

ATTN PATRICIA KLINE
LEBANON CHILDRENS LIBRARY
125 NORTH SEVENTH STREET

LEBANON PA 17042

LITERACY PROG

LITERACY PROG

38541001	72706	7308	4/26/93	5000	1			6/30/93	619204

1	ARNOSKY	CRINKLEROOTS GUIDE TO KNOWING TREES	13.95	12.87	12.8
1	ARNOSKY	CRINKLEROOTS GUIDE TO KNOWING BIRDS	14.95	13.57	13.5
1	HENKES	CHRYSANTHEMUM	13.95	12.87	12.8
1	JOYCE	BENTLY AND EGG	15.00	13.60	13.6
1	LEWISON	GOING TO SLEEP ON THE FARM	13.00	12.20	12.2
2	MCPHAIL	PIG PIG AND MAGIC PHOTO ALBUM	10.95	10.77	21.5
1	WOLKSTEIN	LITTLE MOUSES PAINTING	15.00	13.60	13.6
1	YOUNG	SEVEN BLIND MICE	16.95	14.97	14.9

9 BOOKS 115.2
TOTAL AMOUNT DUE 115.2

BOOK CHARGE 115.2
TOTAL AMOUNT DUE 115.2

THIS COMPLETES YOUR ORDER

Inv# 518
9/3/93

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IMPORTANT

SPINE/BACK SIDES PROCESSED BOOKS ARE CUSTOM FINISHED PROCESSING FEES ARE NOT REFUNDABLE EVEN IF RETURNED

Evan-Moor
Helping Children Learn
18 Lower Ragsdale Drive
Monterey, CA 93940-5746

UPS SHIPPER NO. 959-047
201832

SHIP TO:
LEBANON CTY FAMILY
LITERACY PROGRAM
125 N 7TH ST
LEBANON, PA 17042

170

Ship Via: UPS P.O. #: 7318

Evan-Moor
Helping Children Learn
18 Lower Ragsdale Drive
Monterey, CA 93940-5746

UPS SHIPPER NO. 959-047
201832

SHIP TO:
LEBANON CTY FAMILY
LITERACY PROGRAM
125 N 7TH ST
LEBANON, PA 17042

170

Ship Via: UPS P.O. #: 7318

Evan-Moor
Helping Children Learn
18 Lower Ragsdale Drive
Monterey, CA 93940-5746

UPS SHIPPER NO. 959-047
201832

SHIP TO:
LEBANON CTY FAMILY
LITERACY PROGRAM
125 N 7TH ST
LEBANON, PA 17042

170

Ship Via: UPS P.O. #: 7318

ORDER NO.	ORDER DATE	CUSTOMER NO.	SALES AMOUNT	AMOUNT DUE	PURCHASE ORDER NO.	PAGE NO.
201832	08/25/97	10241	$185.12	$185.12	7318	1

ITEM NO.	QUANTITY	QTY B/O	ITEM DESCRIPTION
207	1		MAKING BOOKS W/CHILDREN
[illegible]	1		HOW TO MAKE BOOKS VOL 2
M974	2		CONCOCTIONS
[illegible]	1		PAPER BAGS
M1916	1		PAPER PLATES
[illegible]	2		KINDERCLIPS
M1937	2		PRESCHOOL PATTERNS
[illegible]	3		MORE KINDERCLIPS
M1982	3		MORE PRESCHOOL PATTERNS
9 Line Items			Total Quantity: 18

Check #626
9/23

PACKING SLIP MUST ACCOMPANY ALL RETURNS

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Redleaf Press
Formerly Tots n Things Press
a division of Resources for Child Caring
450 North Syndicate Suite 5
St. Paul, Minnesota 55104-4125
A-NOT-FOR-PROFIT ORGANIZATION
PHONE: (612) 641-0305

Redleaf Press
Formerly Tots n Things Press
a division of Resources for Child Caring
450 North Syndicate Suite 5
St. Paul, Minnesota 55104-4125
A-NOT-FOR-PROFIT ORGANIZATION
PHONE: (612) 641-0305

LIBRARY
RATE

SOLD TO
LEBANON CTY FAM/LITERACY PRGM
125 N 7TH ST
LEBANON, PA 17042-5004

SHIP TO
SAME
LEBANON CTY FAM/LITERACY PRGM
125 N 7TH ST
LEBANON, PA 17042-5004

INVOICE DATE	SHIP DATE	INVOICE NUMBER	CUSTOMER P.O.	CUSTOMER NO.	TERMS	DOC. NO.	REP	FREIGHT	SHIP VIA
08/25/93	08/27/93	084117	7317	33475	30	D68593	MS	P	

ITEM NUMBER	DESCRIPTION	ORD'D	SHIP'D	B/O	UNIT PRICE	DISC.%	EXTENSION
1208	1 2 3 THE TODDLER YEARS	1	1		10.95	.00	10.95
3305	MAGIC MIXTURES	1	1		8.95	.00	8.95
3806	COOKING UP A STORY	1	0	1	15.95	.00	.00
4514	HELLO TOES	3	0	3	9.95	.00	.00
		0	0				
	BACKORDERS SHIPPED ASAP!	0	0				
		0	0				
	SEND INVOICE IN TRIPLICATE	0	0				

Check #627
9/23

MERCHANDISE TOTAL	MISCELLANEOUS CHARGES	SALES TAX	SHIP/HANDLING	PREPAYMENT	TOTAL DUE
19.90		.00	4.95	.00	24.85

B/O TITLES ARE OUT OF STOCK. THEY WILL BE SHIPPED/BILLED AS SOON AS POSSIBLE

ORIGINAL INVOICE

NET 30 DAYS

NEGATIVE NUMBER DENOTES A CREDIT BALANCE. DO NOT PAY

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THE
EDUCATION
CENTER
INCORPORATED

(919) 273-9409
1-800-334-0298

LEBANON CO FAMILY LITERAC
125 N 7TH ST
LEBANON PA 17042

LEBANON CO FAMILY LITERAC
125 N 7TH ST
PATRICIA KLINE
LEBANON PA 17042

CUSTOMER ORDER NO.	TERMS	CUSTOMER NO.		INVOICE DATE	PAGE NO.
PO 7314	NET	1401570	ID#3489702	8/25/93	37204

ITEM NO.	QUANTITY		DESCRIPTION	UNIT PRICE	AMOUNT
800	1		BIG BOOK OF PATTERNS-BOOK 1	12.95	12.95
902	1		BIG BOOK OF PATTERNS-BOOK 2	12.95	12.95
904	1		BIG BOOK OF PATTERNS 3	12.95	12.95
1405	1		GR K-1 WINTER STUDENT MADE BK	11.95	11.95
1407	1		GR K-1 SPRING STUDENT MADE BK	11.95	11.95
1409	1		GR K-1 FALL STUDENT MADE BOOKS	11.95	11.95
255	1	A	FALL CREATIVE CORNERS KIT	.00	.00
256	1		WINTER CREATIVE CORNERS KIT	4.50	4.50
257	1		SPRING CREATIVE CORNERS KIT	4.50	4.50
258	1	A	ALL-PURPOSE CREATIVE CORNERS	.00	.00
12000	1		1993 JANUARY CATALOG	FREE GIFT	.00
105	1		SPRING BULLETIN BOARD IDEAS	FREE GIFT	.00

A ITEM NO LONGER AVAILABLE.

TOTAL 83.70

The Education Center, Inc. • 1607 Battleground Ave. • P.O. Box 9753 • Greensboro, N.C. 27408

ORIGINAL INVOICE

ITEM NO.	QUANTITY		DESCRIPTION	UNIT PRICE	AMOUNT
			SHIPPING		8.37

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The Education Center, Inc. • 1607 Battleground Ave. • P.O. Box 9753 • Greensboro, N.C. 27408

ORIGINAL INVOICE

GRYPHON HOUSE INC.
3706 OTIS ST. • P.O. BOX 275
MT. RAINIER, MD 20712

(301) 779-6200
(800) 638-0928
FAX (301) 779-6983
TELEX 910-250-5820

ACCOUNT NUMBER	INVOICE NUMBER
22957	765948

SOLD TO

Family Lit Prog/Patricia Kline
Lebanon Community Library
125 N 7th St
Lebanon PA 17042

SHIP TO

Family Lit Prog/Patricia Kline
Lebanon Community Library
125 N 7th St
Lebanon PA 17042

ORDER DATE	P.O. NUMBER	TERMS	SHIPPED VIA	SHIP DATE
30 AUG 93	7315	Net 30	Library Rate	8/30/93

TITLE ID #	QTY	TITLE	ISBN	LIST PRICE	DISC	AMOUNT
20376	1	Sugar-Free Toddlers/	0-913589-57-8	9.95		9.95
20380	1	More Everyday Circle Times	0-943452-14-7	14.95		14.95
20304	3	Parent's Guide to Early Ch Ed	0-9602892-5-9	1.75		5.25
20364	3	Guia para Madres Y Padres...	0-879537-05-2	1.75		5.25
10123	3	One Potato, Two Potato (Chants)	0-87659-116-0	9.95		29.85
20285	1	Make-Take Games	0-943452-11-2	12.95		12.95
20271	3	You Are Your Child's First Teacher	0-89087-519-7	12.95		38.85
20004	2	Cup Cooking	0-9604390-1-3	2.95		5.90
20370	2	Kids Create	0-913589-51-9	12.95		25.90

Acct # 628
9/23

SUB-TOTAL	148.85
SHIPPING	6.00
INVOICE TOTAL	154.85

COMMENTS

THANK YOU FOR YOUR ORDER

Please check your order carefully. Discrepancies must be reported to Gryphon House within 30 days of invoice date.

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TOTLINE PUBLICATIONS

Warren Publishing House, Inc.

11625 G Airport Road Everett, WA 98204
(206) 353-3100 FAX (206) 355-7007
Federal ID # 91-1286044

Send Payment to:

Please reference this number when writing or making payment. Thank you

INVOICE

INVOICE NUMBER	INVOICE DATE	PAGE
151159	31 AUG 93	1

For all questions regarding orders or billing, please call 1-800-334-4769

BILL TO

LEBANON COMMUNITY LIBRARY
717-273-1624
125 N 7TH ST
LEBANON PA 17042-5000

SHIP TO

PATRICIA A KLINE
LEBANON COUNTY FAMILY LIT PROG
717-273-1624
125 N 7TH ST
LEBANON PA 17042-5001

ACCOUNT NO	CUSTOMER P.O. NO	DATE SHIPPED	SHIPPED VIA			TERMS
34335	7313		UPS Commercial	LB	1142	Net 30

QUANTITY	ITEM CODE	DESCRIPTION
3	0103	1-2-3 COLORS
1	0104	1-2-3 PUPPETS
1	1301	ANIMAL PATTERNS
1	1302	EVERYDAY PATTERNS
1	1303	NATURE PATTERNS
3	1601	**SUPER SNACKS (REVISED)

Check # 629
9/23

$79.70

SUB-TOTAL -

Main Wise

Wt 8.80#
Quan 10

Claims for damaged or incomplete shipments must be made within 30 days of invoice date.

PACKING LIST

38

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1. Talk with your children as you play, go shopping, or work around the house. Listen to what they say. Ask questions. When you talk to your children, you are helping them learn to use words.

2. Read to your children. Try to read to them at the same time every day. Bedtime or before a nap is a good time. Let *them* choose the story.

3. Let your children see you read. That is the best way to show them that you think reading is important, and that you enjoy it, too.

4. Ask older children to read to younger ones. The older children will be proud of their skills. The younger children will want to read like their older brothers, sisters, or friends.

5. Go to the library together. Ask a librarian for help in finding books your children will enjoy. If you don't have a library card, ask for one. With a card, your family can borrow books.

6. Give your children books about their special interests. Do they like animals, sports, or magic? Surprise them with books or magazines about their favorite interests or activities.

7. Keep books, magazines, and newspapers around your home so you and your children will always have something to read. Read aloud other things you see during the day. Read street signs, milk cartons, cereal boxes, and signs in store windows.

8. Plan outings for your children. Children learn from what they see and do. Take them to a park or a parade, or just out for a walk. Church and community groups also plan trips that your family might want to go on.

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9. Say rhymes, raps, and poetry, and sing songs. Rhymes and songs are easy for kids to remember, so they can say them and sing them along with the rest of the family. Rhymes also help them learn letter sounds.

10. Tell stories about your family, and stories you enjoyed hearing when you were a child. Ask grandparents and other family members to tell stories, too. Write down some of these stories, and also ones your children tell. Save them to read aloud at another time.

Publication of *Helping your children become readers* is made possible by a grant from the John D. and Catherine T. MacArthur Foundation.

Reading is Fundamental, RIF, and the unique design showing an open book with a smiling face on it and Reading is Fundamental underneath are all registered service marks of Reading is Fundamental, Inc. All rights reserved.

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Reading is Fundamental—RIF—is a national non-profit organization that gets children to read. Founded in 1966, RIF works through local programs in thousands of communities throughout the U.S. RIF's series of Parent Guide brochures is designed to help parents encourage reading in the home.

For more information, write to
RIF
P.O. Box 23444
Washington, D.C. 20026

Lebanon County Family Literacy Program
145 North 7th Street
Lebanon, PA 17042
(717) 273-7634

Helping your children become readers

When you open a book with your children, you are opening the world for them.

You are making them think and wonder, and want to know more. You are helping them to do well in school, and someday find a good job. Best of all, you are enjoying time together as a family.

Here are ways to interest your little ones in books, and help them learn skills that will lead

1. Hable con sus niños al jugar, al ir de compras y al hacer los trabajos de la casa. Escuche con interés a sus niños y hágales preguntas. El hablar con sus niños les ayuda a aprender como manejar el idioma.

2. Lea en voz alta a sus niños. Procure leerles cada día a la misma hora, por ejemplo, a la hora de acostarse. Deje que sus niños escojan la lectura. Léales en español o en inglés, lo importante es leer.

3. Deje que sus niños le vean leyendo. Esta es la mejor manera de mostrarles que usted valora la lectura y que también disfruta de ella.

4. Anime a los hermanos mayores que lean a los más pequeños. Esta es una manera para que los hermanos mayores muestren sus habilidades. Así, los menores aspirarán algún día a leer como los mayores.

5. Visiten la biblioteca juntos. Pídale al bibliotecario que les ayude a encontrar sus libros favoritos. Los empleados de la biblioteca están dispuestos a ayudarles. Asegúrense de tener un carné de la biblioteca.

6. Dé libros a sus niños sobre temas que les interesen. ¿Les gustan los animales, los deportes o la magia? Sorpréndalos con algún libro o revista sobre su tema favorito.

7. Mantenga libros, revistas y periódicos en casa para que siempre tengan algo que leer. Lean también en voz alta otras cosas que están a su alrededor. Por ejemplo, mientras pasean por la calle, lean las señales de tránsito y los rótulos. Y en casa, lean tarjetas y postales de familiares que se encuentren lejos del hogar.

8. Lleve a sus niños a lugares distintos. Llévelos al parque, a un desfile, o a pasear. Los niños aprenden de lo que les rodea, de lo que ven y hacen. Infórmese y participe de actividades que ofrecen su iglesia y comunidad.

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9. Practique rimas, poesias y canciones. Las rimas son faciles de recordar, asi que los niños pequeños pueden recitarlas con los demas miembros de la familia sin dificultad. Las rimas tambien les ayudan a aprender como suenan las letras.

10. Cuente historias de su familia e historias favoritas de su niñez. Anime a los abuelos y otros familiares para que tambien les cuenten historias. La narracion es una buena manera de transmitir su tradicion.

Reading is Fundamental—RIF—es una organizacion nacional, sin fines de lucro, que ha trabajado con mas de grupos locales desde 1966 para promover la lectura entre los jovenes americanos. Esta serie de folletos dirigidos a los padres fue hecha para ayudarles a promover la lectura en casa

Para mayor informacion, escriba a
RIF
P.O. Box 23444
Washington, D.C. 20026

La publicacion de *Como Ayudar A Que Sus Niños Sean Buenos Lectores* ha sido posible gracias a la Fundacion John D. and Catherine T. MacArthur

Reading is Fundamental y el singular diseño que muestra un libro abierto con una cara sonriente en medio y RIF debajo son marcas de servicio registradas de la institucion. Derechos reservados.

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Como ayudar a que sus niños sean buenos lectores

Cuando usted abre un libro con sus niños, esta abriendo el mundo para ellos.

Los hace curiosos y les da animo para aprender mas. Les facilita el exito en la escuela para que algun dia encuentren un buen trabajo. Y lo mejor de todo es que ustedes se divierten juntos en familia.

Aqui se presentan algunas ideas para atraer la atencion de sus niños hacia los libros y ayudarles a desarrollar sus habilidades, lo que les va a impulsar en el camino hacia la lectura y todos sus beneficios.

Hamilton Bank
PO Box 420
Lebanon PA 17042
717 274 1471

CoreStates
Hamilton Bank

October 20, 1992

Lebanon County Family Literacy Program
c/o Lebanon Community Library
125 North Seventh Street
Lebanon, PA 17042

Dear Ms. Kline:

We are pleased to enclose a check for $100.00 made payable to your organization.

We take great pride in giving financial assistance and support to your organization and others like yours who help to make a big difference in our community.

Best wishes for success and your continued good work.

Sincerely

Elizabeth A. Madonna

Elizabeth A. Madonna
Assistant Vice President

kc

Enclosure

Sandy Long
Family Literacy Coordinator
Lebanon County Housing Authority
1012 Brock Drive
Lebanon, PA 17042
(717) 273 8901

Lebanon County Family Literacy Program

Fabricia A. Kline
Project Team Coordinator
Lebanon Community Library
125 North Seventh Street
Lebanon, PA 17042
(717) 273 7624

Family Literacy Videos Available

Read to Me: Libraries, Books, and Your Baby produced by Greater Vancouver Library Federation, 110-6545 Bonsor Avenue, Burnaby, B.C. v5h 1h3. 437-8441. 1986. 15 minutes.

This video presents the library as very "user-friendly", showing "real" parents and librarians interacting with children in a library. Thoroughly discusses the benefits of reading to children in a non-threatening manner, models appropriate behaviour.

From the Crib to the Classroom, A video about families learning together produced by PLAN, Inc., 1332 G Street, S.E., Washington, D.C. 20003. (202)547-8903. 1990. 12 minutes.

Depicts several families discussing their attitudes toward learning and literacy. Includes parents who have improved their own reading skills or pursued a GED. Straight forward and easy to watch.

Family Literacy: The Learning Triangle produced by WPSX, Pennsylvania State University, in conjunction with the Pennsylvania Department of Education, contact Advance, Pennsylvania's Adult Basic and Literacy Education Resource Center, 11th floor, 333 Market Street, Harrisburg PA 17126-0333. 1-800-992-2283. 1990. 29 minutes.

This video shows several successful models of family literacy programs in Pennsylvania. Includes interviews with parents and family literacy educators. Insight and some good ideas for providers.

Family Literacy Program produced by the Lebanon County Family Literacy Program (see address above) in conjunction with the Pennsylvania Department of Education (contact Advance, above) 1991.

"An excellent inservice tool for training tutors and teachers in the use of family literacy materials and concepts. The narration centers around materials for parents included in a packet of materials." -excerpt from January 1992 issue of What's the Buzz, vol.II no.5.

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Children and Words

Some ways to use whole sheets:

- Practice the concepts of ring, box, and underline.
  Ask children to ring all of one letter on a page; for example "ring all the b's on this paper."
- Older children can ring , box or underline with words that they know.
- Use different colored markers or crayons: "Ring all the a's with red and all the t's with blue."
- Draw a face or color in all the o's or other circle letter.
- Ask the child to find all the letters in her/his name.
- Draw lines to connect letters or words on a page that match.
- Use blank and mostly blank pages to draw, and/or practice letters and words.

Some ways to use individual letters and words:

- Let children practice small motor skills cutting apart letters and words.
- Use magazine pictures and index cards to make two sets of alphabet cards. You can make one set without pictures if you like. Now you can play Alphabet Memory, or other matching games.
- Match individual letters in short words.
- Older children can make sentences from words - draw words at random and see how many you can use in a sentence.
- Match rhyming words.
- Compare individual letters - what do they look like? Play "One of these letters is not like the others." You can use your alphabet cards for this.
- Use double sided tape to label things in your home.
- If children are learning their letters, use a ring or ribbon to keep the letters they have learned. This way, children can "own" letters as they learn them. Older kids can "own" words.
- Use words to make picture books.
- Have a "word (or letter) of the week." Post in a prominent spot, talk about it, use it, at the end of the week, give each child a copy to "own" or paste in a book.
- Play Scrabble in teams - let older kids help younger ones on their team. Each team draws 7 letters - this part can even be run as a relay.

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For Scrabble relay you will need a hundred letters as follows:

9 A @ 1 point each	1 J @ 8 points	4 S @ 1 point each
2 B @ 3 points each	1 K @ 5 points	6 T @ 1 point each
2 C @ 3 points each	4 L @ 1 point each	4 U @ 1 point each
4 D @ 2 points each	2 M @ 3 points each	2 V @ 4 points each
12 E @ 1 point each	6 N @ 1 point each	2 W @ 4 points each
2 F @ 4 points each	8 O @ 1 point each	1 X @ 8 points
3 G @ 2 points each	2 P @ 3 points each	2 Y @ 4 points each
2 H @ 4 points each	1 Q @ 10 points	1 Z @ 10 points
9 I @ 1 point each	6 R @ 1 point each	2 blanks

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Congratulations

_____

child of

_____

is Born to Read

First

Family Literacy Baby

19__

_____ _____

Project Team Coordinator Family Literacy Coordinator

Eleven Clues to a Client's Literacy

1. Do your clients ask you to fill out their forms or do it themselves and make many mistakes?
2. Do clients take forms home to complete?
3. Do clients bring a friend to help with forms?
4. Do your clients always ask you to explain what they've just "read"?
5. Do clients fail to respond to mailed notices, bills, etc.?
6. Do clients ask you to call rather than mail information to them?
7. Do clients consistently forget appointments?
8. Do clients turn down opportunities that require reading and/or writing?
9. Do your clients make excuses for not reading brochures or written explanations of your services—for example: "I forgot my glasses." "I have a headache," "I don't have time."
10. Are your clients' children in special reading or learning-disabled classes?
11. Do client's eyes move from left to right when "reading"?

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Readability Tips

1. Keep sentences short. Never use more than 20 words in a sentence; better to keep to around 10 or fewer words per sentence.

2. Keep paragraphs short. There should be a new paragraph on an average of every six lines.

3. Use easy words. Let the short, familiar words carry the main burden of getting your point across. Save the big words for the times when only a big word will give the precise meaning needed to get your message across.

4. Get to the point. State the purpose of your message up front; don't include unnecessary or irrelevant information.

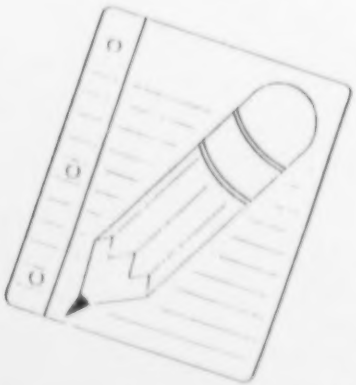
5. Write things in logical ABC order. Write in this order: who, what, when, where, why and how.

6. Be definite. Don't hedge. Be careful with words like: seems, may, perhaps, possibly, generally, usually, apparently. Using these words may mean that you don't have a clear picture of what you are trying to say. That means what you say will be unclear.

7. Be direct. Don't say, "Parents should" when you can say "You should" or "Please [do]."

8. Use the active, not passive, voice. Put the subject at the beginning of the sentence. Don't write, "A consent slip must be signed by the parent in order for the child to attend the field trip to the zoo" when you can say, "Please sign and return the consent slip if you want your child to go on the trip to the zoo."

9. Use pictures and subheads. A page of solid writing looks like a sea of gray. It discourages many readers before they begin reading. Pictures and subheads break up the gray and also give clues to what's more or less important.



10. Watch the type size, and those CAPS. For low-level readers, a 12-point type with about six lines to the inch is best. Too many capital letters, even for good readers, are hard to read. Leave the capital letters for the beginning of the sentence, proper nouns, titles, subheads, etc. A good rule of thumb is, when in doubt, lowercase.

11. Know your audience. Who's the material being written for? What are their reading abilities/limitations? If you aren't sure, test some of your materials on a few people. When in doubt, assume there are some poor readers who will be receiving your materials.

12. Know yourself. Be real. Be yourself. Write as you talk, not as you were taught to write. Write to express, not to impress.

13. Write and rewrite. Write a draft, then look at what you've written. How long are the sentences? How many long words have you used? Have you used the passive voice? Are there any unexplained technical words? Have you used jargon or abbreviations your audience may not know? Ask someone to review what you've written. Rewrite, then look again.

Type Size and Line Length

9 point type, like this, is "fine print."

10 point type is still difficult for marginal readers.

12 point type (about six lines to the inch) is recommended as a minimum for new readers.

The length of the type line should be equal to an alphabet and a half. A 12 point line should be:

abcdefghijklmnopqrstuvwxyzabcdefghijklm
(about 4" or 39 spaces)

For a longer line, use larger type:

abcdefghijklmnopqrstuvwxyzabcdefghijklm

If the lines are too long, new readers will have trouble finding the next line.

Type Style

Italics, like these, are harder to read than upright letters.

Sans serif letters, like these, are harder to read than serif type letters, like these. (You can tell serif letters by the little "feet.")

A — This is serif type.

A — This is sans serif type.

Italics and sans serif type are okay for titles and subheads, but avoid using either one for the body type.

WORDS THAT ARE WRITTEN ALL IN CAPITAL LETTERS ARE HARD TO READ, EVEN FOR GOOD READERS. If something is important, put it in **boldface** or <u>underline</u> it, but do not put it in all caps.

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DETERMINING READABILITY

1. Count out a one hundred (100) word sample.
2. Count the number of sentences in the sample.
3. Divide #1 by #2.
4. Count the number of difficult words. (Difficult words are those with three or more syllables.)
5. Add #4 to answer #3.
6. Multiply the total of #5 by 0.4 (constant).
7. Total is the grade level of the sample.

GENERAL RULES TO WRITING FOR EASY READABILITY

1. Keep sentences and paragraphs short, but do vary their length.
2. Use an easy word instead of a hard one when you have a choice.
3. Try to keep the subject and verb close together. Use common sentence patterns.
4. Use "concrete" words rather than abstract words.
5. When possible, use the active voice. Once in a while address the client directly.
6. Use accurate words, not just short ones especially if the hard word gives the precise meaning you want.
7. Don't break sentences in half if they are better understood left together.
8. Use large margins around the printed area.

Instead of This:	Write This:
The PTA gathering is for parents and teachers to get acquainted.	You can meet your child's teacher at the PTA meeting.
Enclosed is an initial report on your child's progress.	This is the first report on your child's progress.
At the present time...	Now...
In the near future...	Soon...
Prior to the start of the school year...	Before the first day of school...
This letter is in connection with your child's special learning needs.	I am writing you about your child's special learning needs.
In the event that...	If...
This memo is in reference to...	This is about...
In order that...	So...
The program will be terminated.	The program is ending.
For your convenience in the utilization of these library materials...	To make it easy for you to use these library materials...
There has been a modification to the schedule.	The schedule is changed.
In approximately thirty days...	In about a month...
The program will commence...	We will start...
Demonstrate for your child...	Show your child...

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A FEW BASIC CAUSES OF ILLITERACY

ENVIRONMENTAL:

1. Personal poverty - families are lacking in knowledge of proper nutrition which affects the ability to learn. They usually live in neighborhoods that are largely illiterate and live from day-to-day.

2. Unstable family life - abuse and/or neglect left these individuals too disturbed or distracted to learn.

3. English is the second language in the home. Usually these families are also found to be lacking in the basic skills of their native language.

GEOGRAPHICAL/ECONOMIC:

1. Rural or isolated area that provides few good opportunities for learning.
   a. In these areas it may be necessary for the individual to drop out of school to supplement the family income.

2. Many school districts in areas that are economically depressed cannot afford to provide a first rate education. These districts may have insufficient schools and equipment, difficulty in providing transportation to students, and/or insufficiently trained teachers.

3. Migration of the family for employment. This results in sporadic school attendance.

PERSONAL:

1. Chronic illness in childhood.

2. Maturation lag - lack of physical or emotional readiness to learn reading at the time it is presented in school.

3. Under-achievement and/or limited ability.

4. Undiagnosed learning disability or perceptual difficulties.

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COMMON SIGNS DISPLAYED BY NON-READING ADULTS

1. Refusing to complete forms in the office or forms are improperly completed
2. Does not respond to written correspondence
3. Always has an excuse for needing assistance to complete forms
4. Avoids any situation that may require reading in public
5. Avoids contact with authority figures
6. When in contact with a representative of authority they tend to be confrontational or easily frustrated
7. Does not actively seek information or is "informed" by unreliable sources
8. Very low self-esteem
9. Resists and/or drops out of necessary services

PHYSICAL SIGNS DISPLAYED BY NON-READING ADULTS

1. Squinting
2. Shifting head to favor one eye or ear
3. Runs finger under line of print
4. Spelling or sounding out words while reading

GENERAL CHARACTERISTICS OF ADULTS WITH EDUCATIONAL PROBLEMS

1. LACK OF SELF-CONFIDENCE:

A. These adults have a history of past failures. This leaves them feeling inadequate and unable to compete in today's world. Eventually they stop trying.

1. Try to help these individuals feel they have succeeded in their approach to you and your agency. We must make sure these individuals are actively involved in your agency's processes.
2. Be aware that these individuals lack motivation due to their repeating past failures.
3. The adults still may not believe they are capable. Therefore agencies may need to repeat to the clients information previously given so as to reinforce the message that they can succeed.

2. HOSTILITY TOWARDS AUTHORITY:

A. Because of the disadvantaged adults' past unhappy association with representatives of authority, any agency that projects itself as an authority figure is sure to have difficulty managing these individuals.

1. You must present yourself as a friend or at least a guide to reach these individuals. Expect to be tested until they are sure of your sincerity.
2. Associated with this hostility is their fear of being tested and having their failures exposed in public. You must accept their limitations. Avoid at all costs any sarcasm or ridicule. Accentuate the positive. These individuals are extremely sensitive and very aware of body language and/or non-verbal forms of communication. They usually will respond more strongly to the non-verbal message being sent since they have learned to depend on and trust their instincts.
3. These individuals will be unwilling to open up. They rarely have anyone show a true interest in them or their feelings and opinions.

3. LIVING IN ECONOMIC POVERTY:

A. Besides a lack of education these individuals may also lack proper nutrition, which may cause their apathy, short attention span, and sleepiness at a time when we may require their full attention. There may also be other physical handicaps that must be diagnosed and dealt with.

1. We must remedy these handicaps by referrals to the appropriate agencies or medical facilities, or take other appropriate measures.

4. NEED FOR STATUS:

A. Use a formal greeting (Mr., Mrs., or Ms.) until a confidence is established.

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5. VARY IN INTELLIGENCE AND ABILITY:

A. Many educationally disadvantaged adults are of average aptitude, some may have a high aptitude. Adults with low aptitudes will require a more active method of assistance.

6. MAY EXHIBIT DIFFERENT VALUES, ATTITUDES, AND GOALS:

A. The disadvantaged individual is a product of his or her past and present environment. This environment may encourage a "live for today" philosophy.

1. Do not judge these individuals by your personal standards.
2. It is not our business to change these adults but to assist them in becoming the best they can and want to be.
3. The best way to understand these individuals is to imagine yourself in their situation.

When we help these adults make even the smallest achievement, we are moving them towards personal independence.

As you learn the characteristics of these adults and the difficulties faced in working with them, you probably will ask if you are actually helping these adults. If we can assist these adults in making even the smallest achievement, then we are moving them toward their first steps towards personal independence.

Society is selling these myths. And we seem to be buying them. The tragic part is the disadvantaged adults are also buying into this destructive image of being "dummies". This causes guilt that further inhibits their ability and desire to attempt any change.

The realities these adults live in are:

1. Daily fear of being exposed, of being labeled, of making a serious mistake that could threaten their own or others' lives.
2. Dependency on others for even the simplest reading tasks, which leads to...
3. Frustration.

HANDOUT - Common Signs

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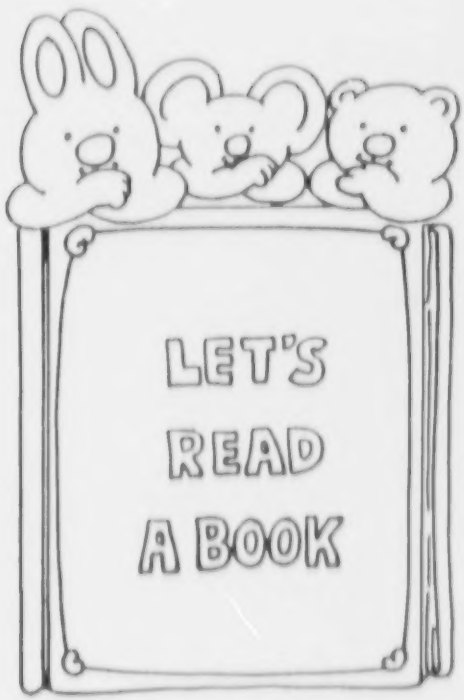
¡Padres y madres!

Por favor, venga los "jueves a escuela"
Todos los jueves 10:30 - 11:30 o 1:00 - 2:00
en biblioteca de la escuela

¡Aprenda ayudar a sus niños!

¡Hab a muchos materiales gratis
para sus niños!



Parents!

Please come to
"Thursday at School"
Every Thursday
10:30 - 11:30 or 1:00 - 2:00
in the school library

Learn to help your kids!
Lots of free stuff for kids!

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TO PARENTS OF BOOST STUDENTS

Did you know that reading to your child for just 15 minutes every day will help your child learn better in the years to come? That it will make it easier for your child to learn to read and to do better on tests? It will!! Just 15 minutes a day!

To help your family get into the reading habit, we are starting a new program. Every Friday, your child will bring home a reading log with a picture to color for each day that he or she is read to.

Don't worry if you don't read well. You can look at a book together and make up a story for the pictures. The important thing is you, your child, and a book together for 15 minutes every day.

Have your child color a part of each reading log for every day that your read together. On Friday, your child can return the finished paper for a prize!!

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PARA LOS PADRE DE ESTUDIANTE DEL PROGRAMA "BOOST"

¿Sabia usted que leerle a su niño(a) por 15 minutos diaro hará que su niño(a) sea un mejor estudiante durante años venideros? ¿Que se le hará mas facil a su niño(a) aprender a leer y mejorarse en cuanto a examenes? ¡Lo hará! Solamente 15 minutos al dia!

Para ayudar a su familia formar el hábito de leer juntos, estamos comenzando un programa nuevo. Todos los viernes, su niño(a) llevará a su casa un cuaderno de lectura con un retrato para pintar por cada dia que usted la lea.

No se preocupe si usted no lee bien. Pueden mirar un libro juntos y crear una historia relacionado a los retratos. Lo importante es usted, su niño(a) y un libro juntos todo los dias por 15 minutos.

Haga que su niño(a) pinte una parte en la pagina de lectura por cada dia que lean los libros juntos. El viernes, su niño(a) puede devolver el papél completado y ganar un premio.

Lebanon County Family Literacy Program

Sandy Long
Family Literacy Coordinator
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1012 Brock Drive
Lebanon, PA 17042
(717) 273 8901

Patricia A. Kline
Project Team Coordinator
Lebanon Community Library
125 North Seventh Street
Lebanon, PA 17042
(717) 273 3674

Are Your Children Watching too Much TV?

Children who are watching too much television:

- Watch three or more hours a day*
- Throw temper tantrums when they can't watch TV or when they have to stop
- Would rather watch TV than play with their friends
- Plan their activities around the shows they like
- Don't answer you if you call them while they're watching TV
- Talk a lot about TV shows and TV characters
- Often don't do their homework or chores because of watching TV

(from **Breaking Your Child's TV Addiction** by David Pearce Demers)

* Three hours a day is still far too much TV for any age child.

How You Can Control the TV (Even Without the Remote)

Treat television viewing as an activity instead of a lifestyle:

- LIMIT the amount of time the TV will be on.
- CHOOSE with your children what show to watch.
- DON'T LET THEM WATCH ALONE!!
- PROVIDE children with interesting alternatives to TV

What Are Some Interesting Alternatives to TV?

TV shows tell us stories or give us information while showing us pictures. Sound familiar? Here's how to do it without TV:

- BOOKS!! Read them, look at them, listen to them, write your own
- Stories - tell old favorites, make up silly new ones, ask kids to tell you one
- Explore. Look under a rock up in a tree, in the back of a closet. Talk about what you see. Draw a picture of it. Tell a story about it
- Go to the LIBRARY. Every book is a new adventure and the library is full of them!
- TALK to your kids. ASK questions and really LISTEN to the answers.
- And don't forget BOOKS!!

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Lebanon County Family Literacy Program

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Dear Friends,

We would like to introduce ourselves to you -- we are the Lebanon County Family Literacy Program. Our program is dedicated to breaking the cycle of low or non-literacy by encouraging families of every description to make reading and education a top priority in their lives. Our simple premise, in the three years since our inception, has been that a child who is taught to equate reading with love and empowerment will learn to love reading. We believe that true "Family Literacy" is the intergenerational sharing of literacy that provides a family environment to: 1) support and expand a range of literacy activities in both home and school, and 2) encourage families to incorporate those activities into their own cultural context.

We are pleased to be able to offer our services to agencies and schools in our community and county. We serve not only families, but human service workers, child-care providers, teachers and aides, administrators, school/agency support staff, and adult and teenage students as well. Enclosed is a list of topics available for our presentations/workshops. We have a wide variety of materials on these and many other topics. If you have a topic in mind that is not listed, we can tailor any presentation to your time limits and your audience.

Although we are currently housed in the Lebanon Community Library and LCHA Social Services, we receive no funding from them or from any other agency. At this time, our primary funding source is a grant from the US Department of Education, with some additional funds from local businesses. We are adequately funded at least through September 1993, and so are able to provide program participants with free materials and samples of childrens' books. We are also happy to serve as a clearing-house for other "handouts", project ideas, and (re)sources. You will find one of our most popular brochures enclosed -- Helping Your Children Become Readers.

Since we are aware of the lean budgets of most Social Service agencies and schools, we urge you to take advantage of the services offered by the Family Literacy Program before our funding runs out! We are especially interested in helping parents/care providers to help children keep reading and learning over summer vacation. To do that, we need both to get the word out **before** vacation starts, and to reinforce it **during** vacation.

Please contact us soon -- daily between 9:00 and 4:30 at either of the letterhead numbers.

Sincerely,

Patricia

Patricia A. Kline
Project Team Coordinator

Sandy Long
Family Literacy Coordinator

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Lebanon County Family Literacy Program

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SUGGESTED WORKSHOP / PROGRAM TOPICS

. Raise A Reader Easily

. Storytelling (hands on)

. Puppets (demonstration / hands on)

. Children and Television

. Cheap and Easy Pre-Reading Activities (hands on)

. Make Your Own Books (hands on)

. Childrens Book Review - What's New, What's Appropriate

. Be Your Childs First Teacher

. Sensitivity to Non-Reading Adults

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. Accessing Professional / Library Resources

MT. GRETNA PLAYHOUSE

SUMMER THEATRE IN THE WOODS

PRESENTS

NEIL SIMON'S

"RUMORS"

PAY-WHAT-YOU-WILL BENEFIT MATINEE

SATURDAY, JUNE 19th, 2:00 PM

PROCEEDS BENEFIT

LEBANON COUNTY FAMILY LITERACY PROGRAM

CALL THEATRE (964-3322) FOR DETAILS

Lebanon County Family Literacy Program

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Gretna Theatre

Box 578
Mt. Gretna PA
17064

(717) 964-3322
(717) 964-2189 fax

FOR IMMEDIATE RELEASE

Contact: Suzanne Bryla
(717)964-3322

Press Release

RUMORS PERFORMANCE TO BENEFIT LITERACY PROGRAM

MT. GRETNA, PA...Gretna Theatre dedicates one performance of each show throughout the summer to benefit a charitable cause.

The Saturday, June 19, matinee performance of Neil Simon's RUMORS, sponsored by Meridian Bank, will benefit GretnaTheatre and the Lebanon County Family Literacy Program.

It's called the "PAY-WhAT-YOU-WILL" campaign. Everyone is invited to come to the Gretna Theatre box office on the day of the campaign and donate any dollar amount for a seat at the 2 PM show.

Benefitting the Lebanon County Family Literacy Program, the money donated to them will go toward their goal to work against illiteracy in the Lebanon County area. The program has a specific interest in working with families to break a cycle of illiteracy.

Since the program began in 1990, "the project has been able to provide thousands of children's books and parent materials to the community, as well as many hours of workshops and presentations," said Sandy Long, Family Literacy Coordinator.

Funded originally by a grant from the US Department of Education, the Literacy Program is housed in the Lebanon

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more...

Community Library and LCHA Social Services.

Ms. Long works with Patricia Kline, Project Team Coordinator, offering a diverse selection of needed services to the Lebanon County area schools and agencies. Services include providing children's books, workshops on reading instruction and encouragement, library usage workshops, and refering adults to the Literacy Council for free confidential one-to-one tutoring.

Saturday, June 15, is a chance for Gretna Theatre, Meridian Bank, the Lebanon County Family Literacy Project and the community to come together, enjoy a comedy in the theatre and support the on-going effort to decrease illiteracy.

RUMORS by Neil Simon is a comedy of four couples at a dinner party who create a cover-up to explain why the hostess is missing and the host has passed out. The comedy erupts when no one really knows the answers and the tangled pattern of lies becomes the perfect recipe for farcical fun.

Tickets available the day of the performance at the box office only. Any donation welcome. Call (717)964-3627 for information.

-30-

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NAME _____

DATES _____

Get on the Reading "Track"

TITLE _____

TITLE _____

Lebanon County Family Literacy Program

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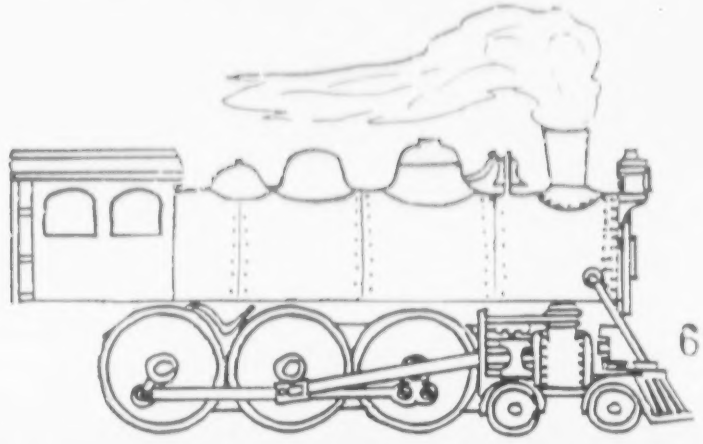

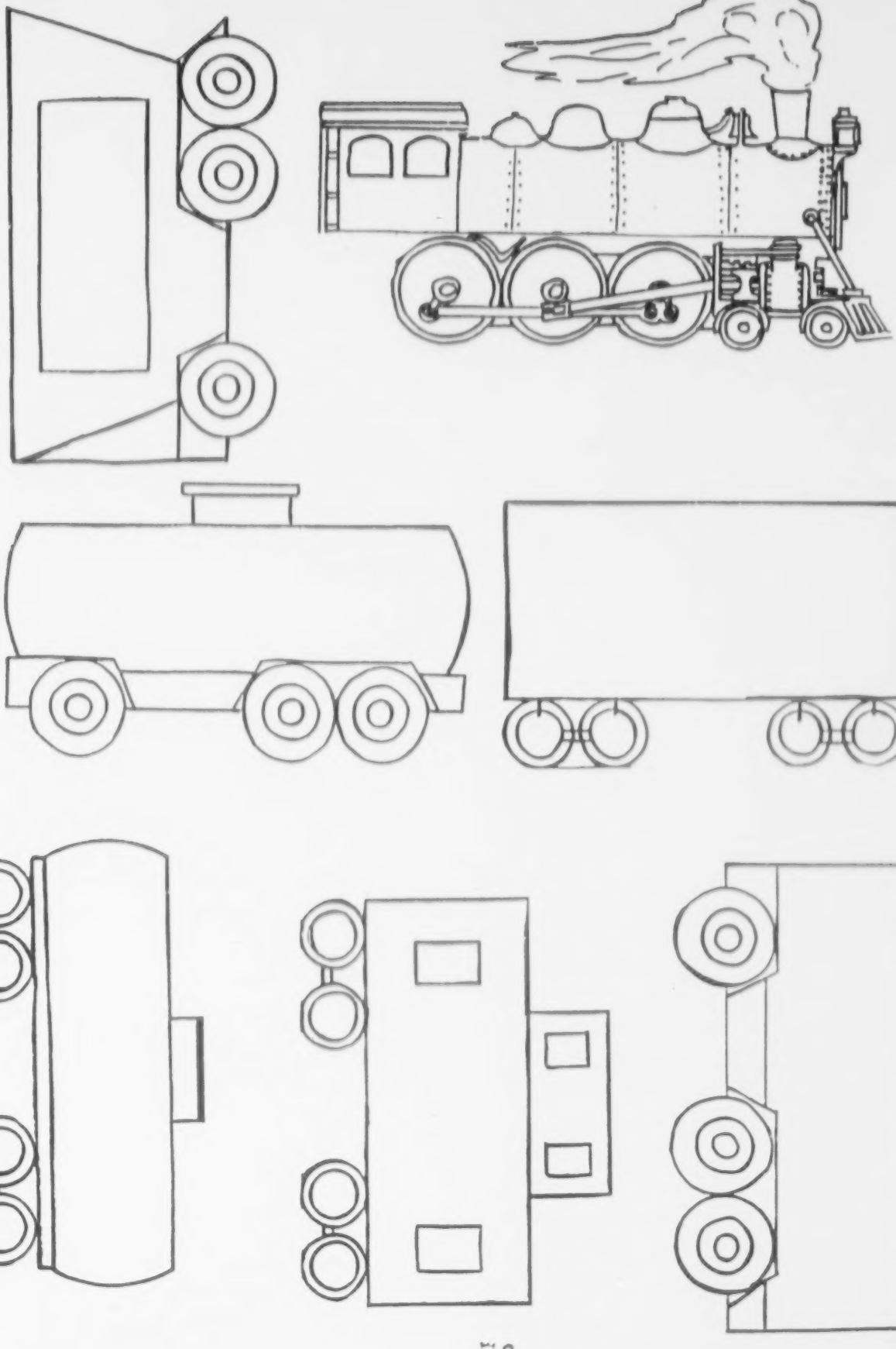

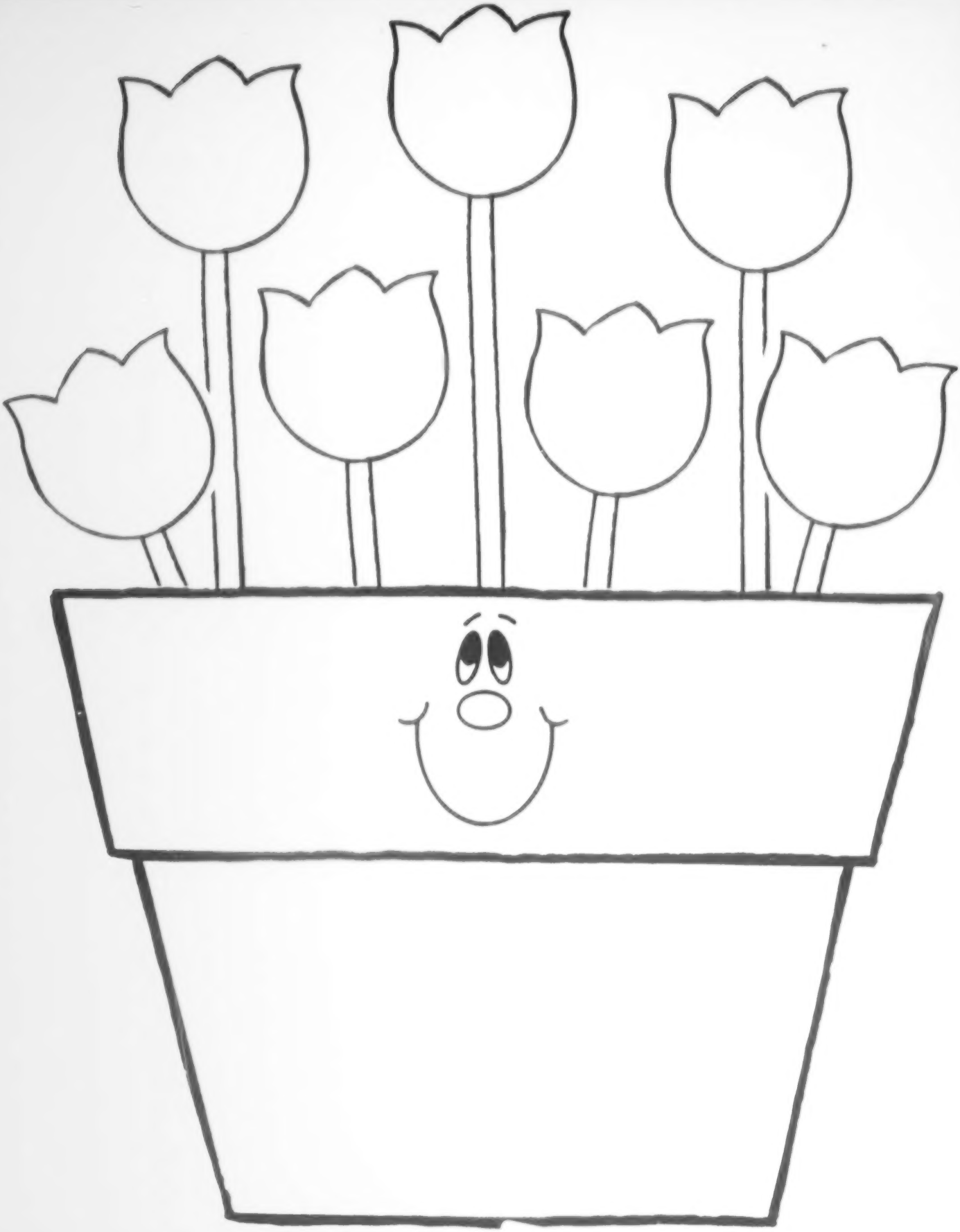

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Grow Up Reading Together

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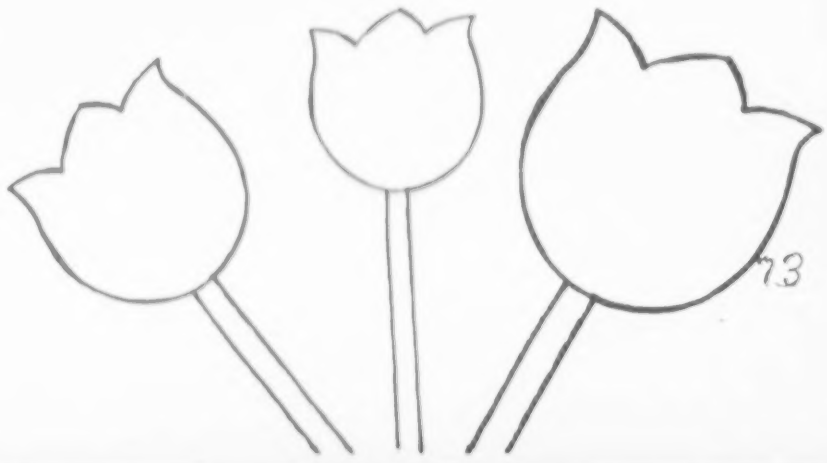

NAME _____

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Fish for a Good Book

TITLE _____

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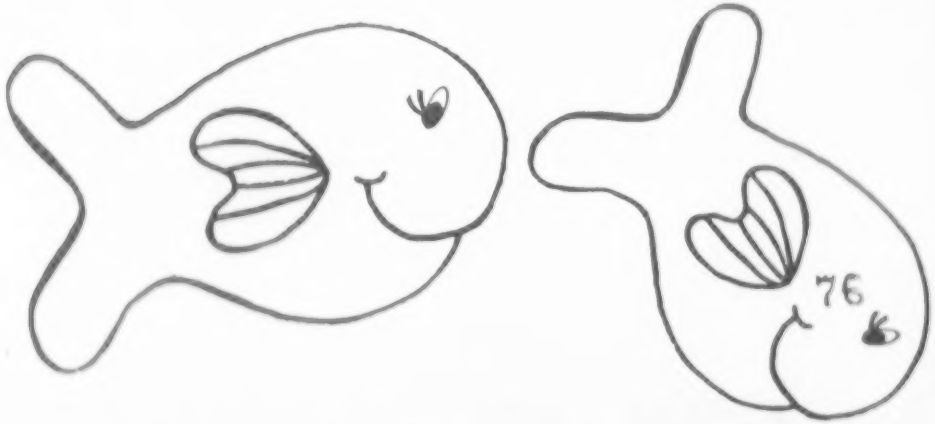

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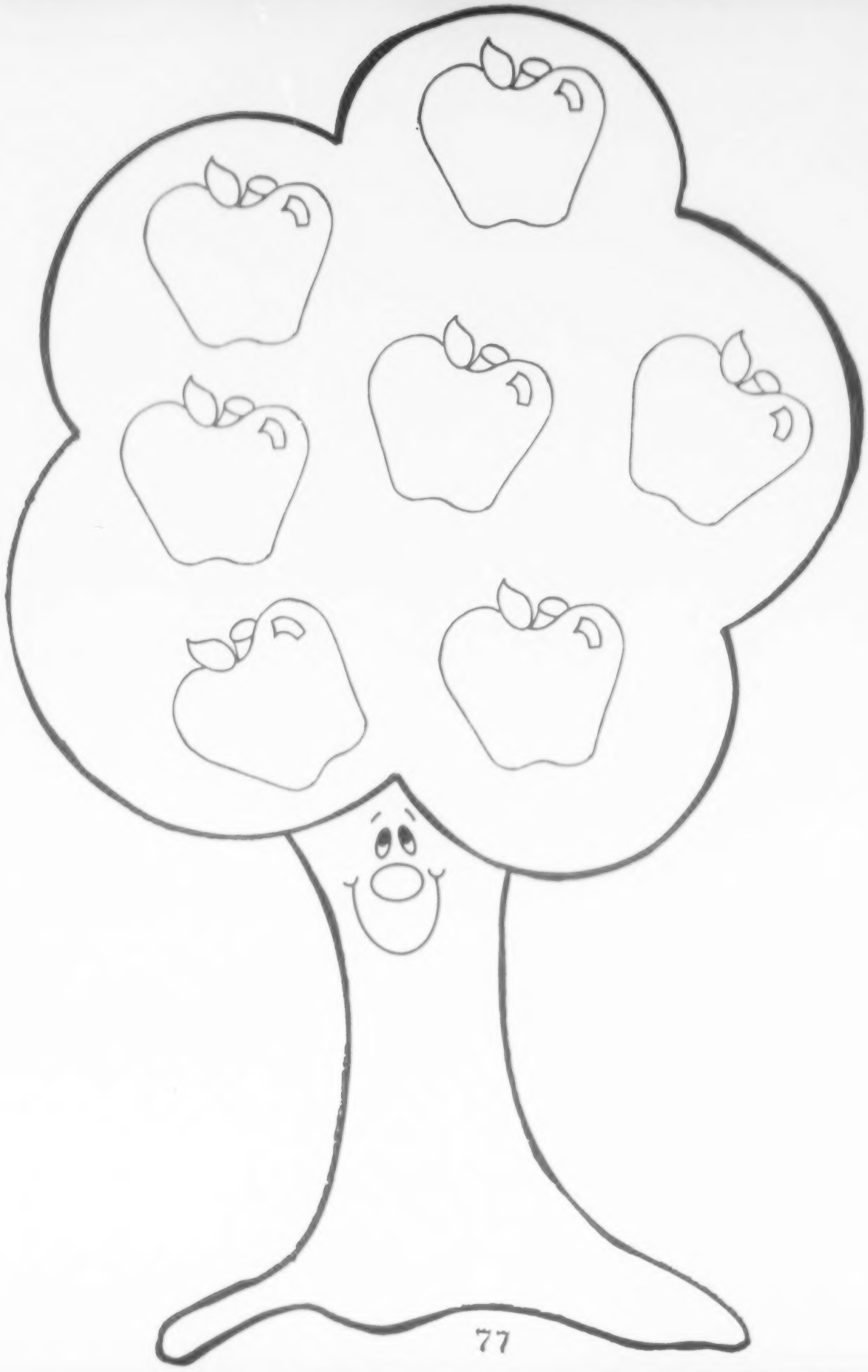

NAME _____

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Pick a Good Book Every Day

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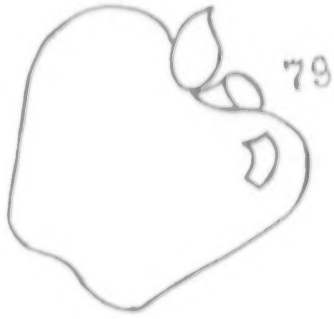

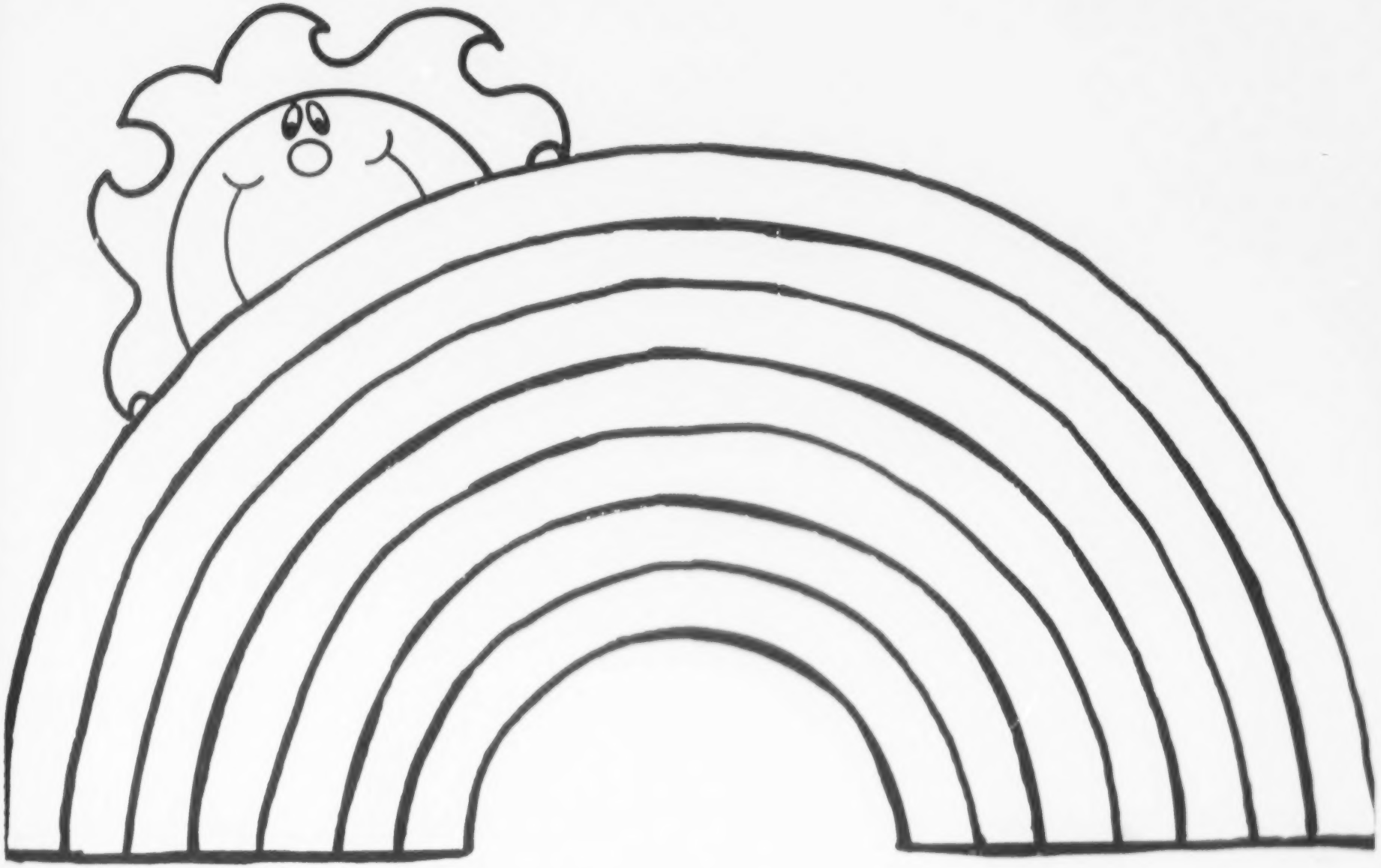

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Read Under The Rainbow

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